

**THE *BREAK* SUBTYPE OF *AFFECT-H* IN ENGLISH AND
BUGINESE: REVISITING DIXON'S THEORETICAL
FRAMEWORK**



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English Language Study

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2023

THESIS

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REVISITING DIXON'S THEORETICAL FRAMEWORK

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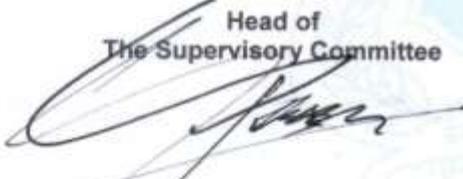
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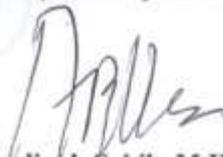
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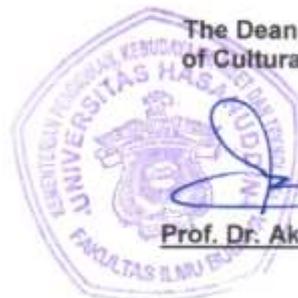

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Makassar, March 21st 2023



Nurul Fadhilah

ACKNOWLEDGEMENTS

The writer would like to express her gratitude to the God almighty, Allah SWT for his mercy and guidance in giving me full strength to complete this thesis.

The writer also would like to deliver her gratitude to her thesis advisor, Prof. Dr. Abdul Hakim Yassi, Dipl. Tesl. MA whom she regularly ask for advise during the process of her writing, his guidance and advise carried the writer through all the stages of writing my thesis. The writer would also express her thankfulness to Dr. Harlinah Sahib, M.Hum as her thesis co-advisor also the Head of English Language Studies for Post Graduate Program in Hasanuddin University. She gave many suggestions and helped the writer unconditionally.

Higher appreciation also goes to all of the examiners, Prof. Dr. Hamzah A. Machmoed, M.A, Prof. Dr. Noer Jihad Saleh, M.A, and Dr. Sukmawaty, M.Hum, for their corrections and suggestions. The last, for all the other lecturers and staffs in English Language Studies for advise motivation, and useful knowledge.

The writer dedicates her thesis to her parents, Drs. Halias Anwar Hadi Apt. and Hj. Nurhayati Hafid, also her husband Asfarman, S.T who always support the writer in any condition and situation. Without them none of this will be possible for the writer.

The writer would like to express her precious love for all the member of English Language Studies, particularly for ELS 20182, thanks for being her best family during her study at Faculty of Cultural Sciences. Thanks for sharing your knowledge and your happiness,

The writer realizes that this thesis is far from perfection and needs to be improved. Therefore, she greatly appreciates the criticism and suggestions. She hopes, her thesis can give a big contribution to the readers, thank you very much and may Allah always bless us, Aamiin.

Makassar

Nurul Fadhilah

ABSTRAK

NURUL FADHILAH. Subtipe *Break Affect-h* dalam Bahasa Inggris dan Bahasa Bugis: Meninjau Kembali Teori Dixon (Dibimbing oleh Abdul Hakim Yassi dan Harlinah Sahib).

Penelitian ini bertujuan untuk mengidentifikasi penerapan teori subtipe *Break* oleh Dixon dalam Bahasa Inggris pada masa ini, untuk mengidentifikasi kata kerja yang identik dengan kata kerja *Break* dalam bahasa Bugis, dan untuk menjelaskan persamaan dan perbedaan kata kerja *Break* dalam Bahasa Inggris dan Bahasa Bugis secara semantic dan secara tata bahasa.

Penelitian ini menggunakan metode kualitatif. Untuk mengumpulkan data dalam Bahasa Inggris, penulis menggunakan Corpus of Contemporary American English (COCA) dan untuk mengumpulkan data dalam Bahasa Bugis, penulis merekam beberapa penutur asli Bahasa Bugis pada saat menggunakan kata kerja *Break* dalam bahasa Bugis. Data dilengkapi dengan menambahkan informasi dari jurnal, buku elektronik, dan artikel. Data dianalisis menggunakan teori Dixon.

Hasil dari penelitian ini menunjukkan bahwa terdapat 12 kata kerja dalam bahasa Bugis yang berhubungan dengan kata kerja *Break*. Di antaranya adalah mappakkasolang, ma'jemmu', mapperra', maruttung, massope'/makkape', mappue', mappacippe', mappareppa', maleppoang, mappa'bettu, mappaleppo', mappa'dempung, and ma'bettu. Beberapa kata kerja tersebut dapat digunakan dalam konstruksi yang sama dengan yang digunakan dalam kalimat bahasa Inggris menurut teori Dixon, dan beberapa kata kerja tidak dapat digunakan. Kata kerja *break* dan mappakkasolang memiliki arti yang sama namun tidak dapat digunakan dalam konstruksi kalimat yang sama. Subtipe *Break* dalam bahasa Inggris memiliki lebih banyak varian konstruksi dibandingkan subtipe *Break* dalam bahasa Bugis.

Key words: kata kerja Affect, subtipe Break , Manip, Agent, Targe

ABSTRACT

NURUL FADHILAH. The *Break* Subtype of Affect-h in English and Buginese: Revisiting Dixon's Theoretical Framework (supervised by Abdul Hakim Yassi and Harlinah Sahib).

The research aims to identify the application of Dixon's theory of *Break* subtype in English Language nowadays, to identify identical verbs of English *Break* verb in Buginese Language, and to explain the similarities and differences of English verb *Break* and its identical verbs in Buginese Language in terms of semantical and grammatical construction in Dixon's theoretical framework.

The research used the qualitative method. To collect the data in English the researcher use Corpus of Contemporary American English (COCA) and to collect data in Buginese language, the researcher recorded some native speakers of Buginese while using the *Break* verbs in Buginese language. The secondary data are the data that were taken from journals, e-books, and articles. The data were collected and analyzed English verb *Break* and its related verbs in Buginese language. Both of languages were analyzed by using Dixon's theoretical framework.

The result of this research shows that there are 14 words in Buginese that are identical with the *Break* verb. They are *mappakkasolang*, *ma'jemmu'*, *mapperra'*, *maruttung*, *massope/makkape'*, *mappue'*, *mappacippe*, *mappareppa'*, *malleppoang*, *mappa'bettu*, *mappaleppo'*, *mappaddempung*, and *ma'bettu*. Some of these words can be used in the same constructions in English sentence in Dixon's theoretical backgrounds, and some of them cannot. The word *break* and *mappakkasolang* have the same meaning but used different constructions. English *Break* subtype of Affect-h has more variants of construction than Buginese *Break* subtype of Affect-h.

Key words: Affect verb, Break subtype, Manip, Agent, Target.

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CHAPTER I

INTRODUCTION

This chapter begins with the background of the research that explains the researcher's reasons to choose the title, identification of the problem, scope of the problem, research questions, objective of the research, and significance of the research.

A. Background

Language is a tool that people use to communicate with each other. Which is a system that consist of the development, acquisition, maintenance and use of complex systems of communication. According to Hartari, et al (2018) Language is also a system for delivering ideas and feelings using sounds, gestures, and signs or marks. One of the important aspects of language is grammar. According to Bambrook (2002:1), grammar is a major aspect of the English language in general which implements it facilitates the proper analysis of some of the most basic metalinguistic statement in common use. It is obvious that some people have ignored grammar since they think that there is no urgencies in learning grammar as long as they can understand each other while communicating. Without good understanding of grammar people will never have a clear communication. Proper grammar will help people to avoid misunderstanding as they express their ideas.

The other important aspect of learning English is understanding the meaning. Through semantics, people could increase their knowledge about different meaning of different words in any language. According to Palmer (2001: 1-2) main of linguistic that study of meaning in language, but sometimes the meaning is difficult to be found. This case can happen because semantic term is related between phenomenon in the world or context. Which is semantic called as “Science” of meaning. Meanwhile, according to Dixon (1994:18) semantic term is part of linguistic approach that is dependent because must be combined with syntactic to analyze grammar of language.

One of the word classes that is owned by every language is verb. A verb is referring to an action or state (Blaszack, 1993:76). Furthermore, Dixon (2005: 96) stated that verbal concept naturally divide into two sorts; primary and secondary. Dixon’s theoretical framework also classify the “Break” verbs as the part of Affect-h (Primary A verb). Dixon’s theory can be used to classify and analyze words in English but there is no deeper explanation or proof that this theory can be applied Buginese Language.

Affect verbs are constructed in five kinds of construction. One of the constructions, construction II, is formed with Agent, Manip, Preposition, and Target. In English the example will be, *Dewi breaks that stick on the table*, this sentence has the same construction with this sentence in Buginese, *La sarip nasolangi kae okko tange’e*. These two different sentences has the different meaning. According to Dixon (1991:119), the

first sentence in English means that Dewi hits that stick on the table and that stick is broken, but in Buginese that sentence above means that Sarip is breaking a glass while standing at the door. Due to this problem, the researcher is interested to conduct a research under the title **“The *Break* Subtype of Affect-h in English and Buginese: Revisiting Dixon’s Theoretical Framework”**.

B. Scope of the Research

This research discussed about English verb “Break” and its identical verbs in Buginese Language in terms of semantical and grammatical construction in Dixon’s theoretical framework. English is an international language that is used worldwide. While Buginese Language is a local language in South Sulawesi, a province in Indonesia. The researcher used Parepare Buginese as a reference.

C. Research Questions

Related to the background, researcher formulated the research questions as follows:

1. What are the related verbs of English “Break” subtype in Buginese?
2. What are the similarities and differences of English verb “Break” and its identical verbs in Buginese Language in terms of semantical and grammatical construction in Dixon’s theoretical framework?

3. How is Dixon's theory of "Break" subtype relevant to English Language nowadays?

D. Objectives of the Research

In doing this research, the researcher determined some goals to be attained based on the research questions above. They are as follows:

1. To find out the application of Dixon's theory of "Break" subtype in English Language nowadays.
2. To identify identical verbs of English "Break" verb in Buginese Language.
3. To find out the similarities and differences of English verb "Break" and its identical verbs in Buginese Language in terms of semantical and grammatical construction in Dixon's theoretical framework.

E. Significances of the Research

The writer hoped this research can be useful for the development of science, especially in the field of language. Furthermore, the writer divided two significances of this research:

1. Theoretically, this research is expected to help people to understand more about Dixon's theoretical framework in terms of semantical and grammatical construction. Especially in understanding primary A verb, affect-h "Break" subtype.

2. Practically, this research is expected to be a useful information for the other researcher who want to conduct a further study about Dixon's theoretical framework.

CHAPTER II

LITERATURE REVIEW

This chapter presents some previous studies that have similarities on the same topic as this research and its differences with each other, the Dixon's theoretical frame work as seen from the meaning and grammatical construction, and the conceptual framework of this research.

A. Previous Studies

There are some previous researches that have been conducted by the researchers that have the same topic of discussion, which is about verb in Dixon's theoretical framework. These are the previous researches that related into this study.

The first is Frostad (2006) conducted research entitled *Syntactic and Semantic Aspects of some Verbs of Motion and Location in Aiwoo*. This research is about the verbs used in the description of the location and movement of inanimate entities in Aiwoo, from data that was produced through elicitation tests using video clip stimuli. The result of the researches showed that many of the posture verbs, causative verbs, and motion and path verbs combine in serial verb constructions, both on the nuclear and core layer of the clause structure.

The second is Lindsey (2011) conducted a research entitled *Bulgarian Verbs of Motion: Slavic Verbs in a Balkan Context* examines the motion verb system of Bulgarian, focusing both of the structure of the

Bulgarian motion verbs itself, and in the information typically encoded in the Bulgarian verb of motion. She compares the Bulgarian verb system with the motion verb system of two other Slavic languages, Russian, and Bosnian-Croatian-Serbian (BCS). The result of her study shows a number of ways in which the lexicalization patterning of Bulgarian motion verbs is not typically Slavic. The Bulgarian focuses heavily on path constructions, and new motion verb vocabulary has developed around path constructions which is not seen in BCS and Russian. Finally the research shows that Bulgarian lexicalization patterns are more similar to those in Greek, and it makes the possibility that the Bulgarian motion verb system might have been influenced by Balkan contact phenomena.

The third is Jessen (2013) who conducted a research entitled *Semantic Categories in The Domain of Motion Verbs by Adult Speakers of Danish, German, and Turkish*. This study applies cluster analysis to understand how and remember the language that exists in the way they express motion events. Further arranged what parameters of semantic space structure are, based on data collected from participants who are adult speakers of Denmark, Germany, and Turkey. The participants describes 37 video clips that like various kinds of motion events. The result showed that segmentation of semantic space displayed large variations in all three groups.

The fourth is Janisz (2014) conducted a research entitled *Urdu/Hindi Motion Verbs and Their Implementation in a Lexical Resource*

that is intended to discuss how the spatial understanding of figures, bases, way and means of motion is manifested in Urdu/Hindi and to apply that insight in a lexical source that can be used on an ongoing basis. The result showed that the factors determining the syntax-semantics interface of Urdu/Hindi motion verbs allow for a multitude of theoretical insights on motion verb expression in the language.

In addition, Melansari (2015) conducted the research about motion verbs in English and Wolio language. This research aimed to (1) identify motion verbs in English and Wolio language and (2) investigate how the motion verbs of both English and Wolio languages differ in their meanings that accordingly affect their grammatical properties. The result of this study shows that there have been eighty two motion verbs in English and eighty five motion verbs in Wolio identified. Motion verbs in English and Wolio are not always similar in meanings, sometimes there is a slight difference or even significant difference. The main difference is some verbs of Wolio “Carry” subtype imply the specification of locus of human’s body part involved into their meanings while verbs of English “Carry” subtype generally state them after the object.

Next is Fahrudin (2015) in his thesis about “The Affect Verbs Subtype in English and Buginese Language: Semantic and Syntactic Approach” used descriptive qualitative method and found that English and Buginese affect verbs have equivalence and differences. Cultural background plays important role determining the variants of the verb. It

can be seen in Buginese “Stab” subtype (a pointed or bladed tool penetrating below the surface target) that has more variant than English stab Subtype.

The seventh is Apreliah (2016) conducted Dixon’s Carry Subtype of Motion verbs in English and Barru Buginese use descriptive and qualitative analysis and found there are four motion verbs of carry subtype in English they are *carrying, bear, cart, and transport*. While in Buginese there are thirteen motion verbs of “Carry” subtype. They are *mattiwi, massoppo, majjujung, maddenge’, mangngepa’, makkaleppi, matteteng, mabbiccang, marrenreng, mallempa, matteke, and maggandeng*.

The last is Hartari, et al (2018) conducted a research entitled Dixon’s Sit Subtype of Rest Verb in English and Buginese. The aims of the research is to identify Rest Verbs in English and Buginese. The result shows that there are nine rest verbs of Sit Subtype in English; sit (down), stand (up), lie (down), kneel, crouch, squat, lean, hang (down), and float. While in Buginese there are nineteen Sit Subtype; *ttudang, ccado’, sEppo’, massampiang, massulekka, makkaddao uttu, mattulak sedang, mappasilojo’, mappalempu, tettong, lIEu, maggalelu, mattojang, makkaluttu, ccuku’, rroko’, maccekkeng, ssanrE’, maggattung, and mmawang*.

It can be seen from the previous studies that the first researcher, Frostad (2006), focused on the study of verbs used in the description of the location and movement of inanimate entities in Aiwoo. The second

researcher, Lindsey (2011), focused on comparing the Bulgarian verb system with the motion verb system of two other Slavic languages, Russian, and Bosnian-Croatian-Serbian (BCS). The third researcher, Jessen (2013), focused on semantic categories at domain motion verbs by adult speakers of Denmark, Germany, and Turkey. While Janisz (2014), mapped the Urdu/Hindi motion verbs and its implementation in lexical resources. The fifth researcher, Melansari (2015) focused on motion verb in English and Wolio language. The sixth researcher, Fahrudin (2015) focused on the “Stab” and “Stretch” subtype of Affect Verb. The seventh researcher, Apreliah (2016) focused on the “Carry” subtype of Motion verbs. The last researcher, Hartari, et al (2018) focused on Sit Subtype of Rest Verb.

From all the previous studies above there are similarities and differences with this research. The similarities are; the previous research investigate verbs in some languages, they are Aiwoo, Slavic Language, Danish, German, and Turkish, and also Urdu/Hindi. It was similar to this research which focused on Buginese Language. In addition there is also a similarity with the first research by Frostad (2006) and the third research by Jessen (2013) which is the researches analyze on the semantic aspect. The similarity with the second research by Lindsey (2011) is the research compared two languages. This research and Hartari, et al (2018) is focused on Dixon’s theory, Buginese language, but the difference is the kind of verbs that is analyze. The other previous researches also focused

on the Motion Verbs, In Hartari, et al (2018) the verbs is the Rest Verbs meanwhile this research focused on the Break Verbs of Affect-h in Dixon's theoretical framework. This research will be used to find the similarities and differences of the application of Dixon's theory in English and Buginese in semantical and grammatical construction. This research will also be used to identify if Dixon's theory is still applicable in English Language. The researcher of this research will use COCA (Corpus of Contemporary American English) to collect data in English and will use interview to collect data from Buginese.

B. Theoretical Background

1. Semantics and Grammar

A language consists of words and grammar, meanwhile grammar itself is divided into two parts, they are morphology and syntax. According to Anderson (2006), Morphology is the study of words, how they are formed and their relationship to other words in the same language. Morphology deals with the structure of words, e.g. the fact that un-friendli-ness consists of four parts (called 'morphemes'), each of which has a meaning, and laugh-ing of two morphemes. If a morpheme is added to a word and yields a word of a different kind, this is called a derivation, e.g. the formation of adjective beautiful from noun beauty, noun decision from verb decide, verb widen from adjective wide, and verb untie from verb tie.

If a morpheme just adds some extra element of meaning to a word which is required by the grammar of the language, then it is called an inflection, e.g. the verb kill inflects for past tense, becoming killed, and the noun horse inflects for plural number, becoming horses.

The second component of grammar, syntax, deals with the way in which words are combined together. In English an adjective must come before a noun and an article before the adjective which

is called a noun phrase (or NP). A verb or a verb phrase, that continued with a noun phrase is called a clause.

Underlying both words and grammar there is semantics, the organization of meaning. A word can have two sorts of meaning. First, it may have 'reference' to the world: red describes the colour of blood; chair refers to a piece of furniture, with legs and a back, on which a human being may comfortably sit. Secondly, a word has 'sense', which determines its semantic relation to other words, e.g. narrow is the opposite (more specifically: the antonym) of wide, and crimson refers to a colour that is a special sort of red (we say that crimson is a hyponym of red).

Every morpheme has a meaning. The ending -er, added to a verb, may derive a noun which refers either to the agent (e.g. baker) or else to an instrument intended for the activity (e.g. mower). Some morphemes have different meanings with different kinds of word: un- indicates an opposite quality with an adjective (e.g. kind, unkind), but a reverse action with a verb (tie, untie).

Meaning is also associated with the way in which words are combined to make phrases, clauses and sentences. Compare The dog bit the postman and The postman bit the dog, which involve the same word meanings but quite different sentence meanings because of the different syntactic arrangements.

2. Affect

Affect items are prototypical transitive verbs (according to the criteria set out by Hopper and Thompson 1980). There are three basic semantic roles in affect items. They are an Agent role, that moves or manipulates something (referred to as the Manip role) so that it comes into contact with something or person (the Target role). Either the Manip or the Target (or, occasionally, both) will be physically affected by the activity.

These roles can be mapped onto syntactic relations in three distinct ways:

- I. John (Agent) hits the table (Target) (with the baseball bat (Manip))
- II. John (Agent) hits that baseball bat (Manip) on/upon/against the table (Target)
- III. That baseball bat (Manip) hits the table (Target)

The most characteristic affect verb construction is I, in which the Target is affected by the Manip being brought into contact with it—John hits that baseball bat against the table so that the table breaks; the Manip is, in this instance of the activity, stronger than the Target. The Manip will either be an object held by the Agent (usually, in their hand) or else some body part of the Agent. The with instrumental phrase in construction I need not be stated,

although it could always be supplied. (Neither A nor O can be omitted from any of the three construction types.)

Construction II is likely to be used when the Manip is less strong than the Target, so that it is the Manip which is physically affected by impact of Manip on Target—John hits that baseball bat against the table and the baseball bat breaks. That role which is physically affected is most salient in this instance of the activity and is coded onto O syntactic relation —this is the Target in I and the Manip in II. In II the Target is marked by a preposition— on, upon, against, etc. It is noteworthy that this prepositional phrase cannot be omitted from II. (If it were, then John hit that stick would be taken to have that stick as Target, i.e. an instance of construction I where the with phrase has been omitted. This confirms I as the unmarked construction for affect verbs.)

It is also possible to say, as an alternative to I, John's baseball bat hit the table (when he was swinging it to test its weight, not aware that there was a table nearby) or just That baseball bat hits the table (when John swung it), as in III. To put the Manip into A (transitive subject) slot in this way may disclaim the Agent's responsibility for the result of the activity—true, they were swinging that stick, but they did not intend to hit the vase (and wouldn't have dreamt of swinging it if they'd known the vase was there). For III the Target must, as in I, be in O slot. The Agent has no obligatory

syntactic coding in III, but it is usually hovering somewhere in the sentence, e.g. as possessor to Manip within the A NP (John's baseball bat) or as A within a subordinate clause (when John was swinging it). Pattern III is, like II, a marked construction for affect verbs; it is used to achieve a certain semantic effect. (Sentences such as The falling coconut hit Mary (as she sat under the palm tree) can also be classified as III. The Manip role in this sentence, the falling coconut, is something moving due to a natural force—here, gravity.) It will be seen that 'patient' and 'instrument' are not appropriate labels for the semantic roles associated with affect verbs. That role which is affected by the hitting is the patient and is mapped onto O syntactic relation—this is the Target in I and the Manip in II. The role which engenders the affect on the patient is the instrument—this is the Manip in I; the Target could conceivably be called an instrument in II.

There are two other construction types applicable to some affect verbs. The first is a variant of I, with a preposition inserted before the Target:

IV. John (Agent) kicked at the door (Target) (with his hob-nailed boots (Manip))

The syntactic status of the door in IV—whether or not it is still in O relation. The other construction type is also a variant of I. An

adverb may replace the O NP, indicating that the activity was indulged in rather wildly (rather than being directed, in a controlled fashion, at a specific Target):

IV. John (Agent) hit out (with that stick (Manip))

3. Affect-h

Affect-h, the break subtype, involves an Agent causing some object (the Breaking role) to lose its physical unity, e.g. break, crush, squash, destroy, damage, wreck, collapse; tear, split, chip, crack, smash, crash; burst, explode, blow NP up, let NP off, erupt.

It is useful to compare break with hit. Hit describes a type of action, a Manip being brought into contact with a Target; there often is, but need not be, damage to either Manip or Target—we can say John hit the vase with that stick but it didn't even chip, or John hit that stick on the table but it didn't break. In contrast, break describes the resultant effect of some action on an object (the Breaking). break verbs occur in constructions I, II and III (but not IV or V). The Breaking role is focused on (as part of the meaning of these verbs) and must be in O slot; it can be identified with either Target or Manip:

I. John (Agent) broke the vase (Target = Breaking) (with that stick (Manip))

II. John (Agent) broke that stick (Manip = Breaking) (on the table (Target))

III. John's stick (Manip) broke the vase (Target = Breaking)

Like such verbs as bend or burn, from the stretch subtype, break may also be used intransitively (with Breaking as S), either to describe something which appears to happen spontaneously (It just broke) or to describe the effect of a hit activity. Sentences I, II and III above could be rephrased John hit the vase (Target) with that stick and the vase (Breaking) broke; John hit that stick (Manip) on the table and that stick (Breaking) broke; John's stick hit the vase (Target) and the vase (Breaking) broke; John hit that stick (Manip) on the table and that stick (Breaking) broke; John's stick hit the vase (Target) and the vase (Breaking) broke.

Breaking may also be identified with roles from other types, e.g. with Moving from the throw subtype of motion, as in John (Causer) threw the vase (Moving) down and it (Breaking) broke, which could be restated with break as transitive verb in the first clause, John broke the vase (Breaking) by throwing it (Moving) down.

Crush, squash and destroy all describe a massive disintegration of physical form, which can only be achieved if Breaking is Target (not Manip); they are not used intransitively and

only in transitive constructions I and III. Damage and wreck occur in I, II and III but are not used intransitively,

since there must be some identifiable agent for the effects referred to by these verbs. Tear, split, chip, crack and smash are like break in occurring in I, II and III and in an intransitive construction. Burst shows similar possibilities—John burst the balloon with a pin (i.e. he moved the pin to the balloon), John burst the balloon on a nail (he moved the balloon to the nail), A nail burst the balloon (when the balloon happened to touch it) or just The balloon burst. Explode and blow up occur in I and also intransitively; let off has a meaning similar to the transitive sense of explode, and is confined to I. Erupt only occurs intransitively, simply because people have not yet found a way of causing volcanoes to erupt.

Chip and tear also occur in construction IV (with at before the Target), indicating that something is done bit by bit until a result is achieved, e.g. He kept tearing at the wrapping paper until it was all removed.

Native speakers have clear intuitions that break and smash are primarily transitive verbs, which can also be used intransitively, but that explode and burst are basically intransitive, with the transitive constructions being causative (e.g. The bomb exploded, The army disposal squad exploded the bomb).

Some break verbs may have an adjective inserted after the Breaking role in O relation, or after the verb when used intransitively with Breaking in S slot, e.g. He broke it open, It broke open, She squashed it flat.

4. Buginese Language

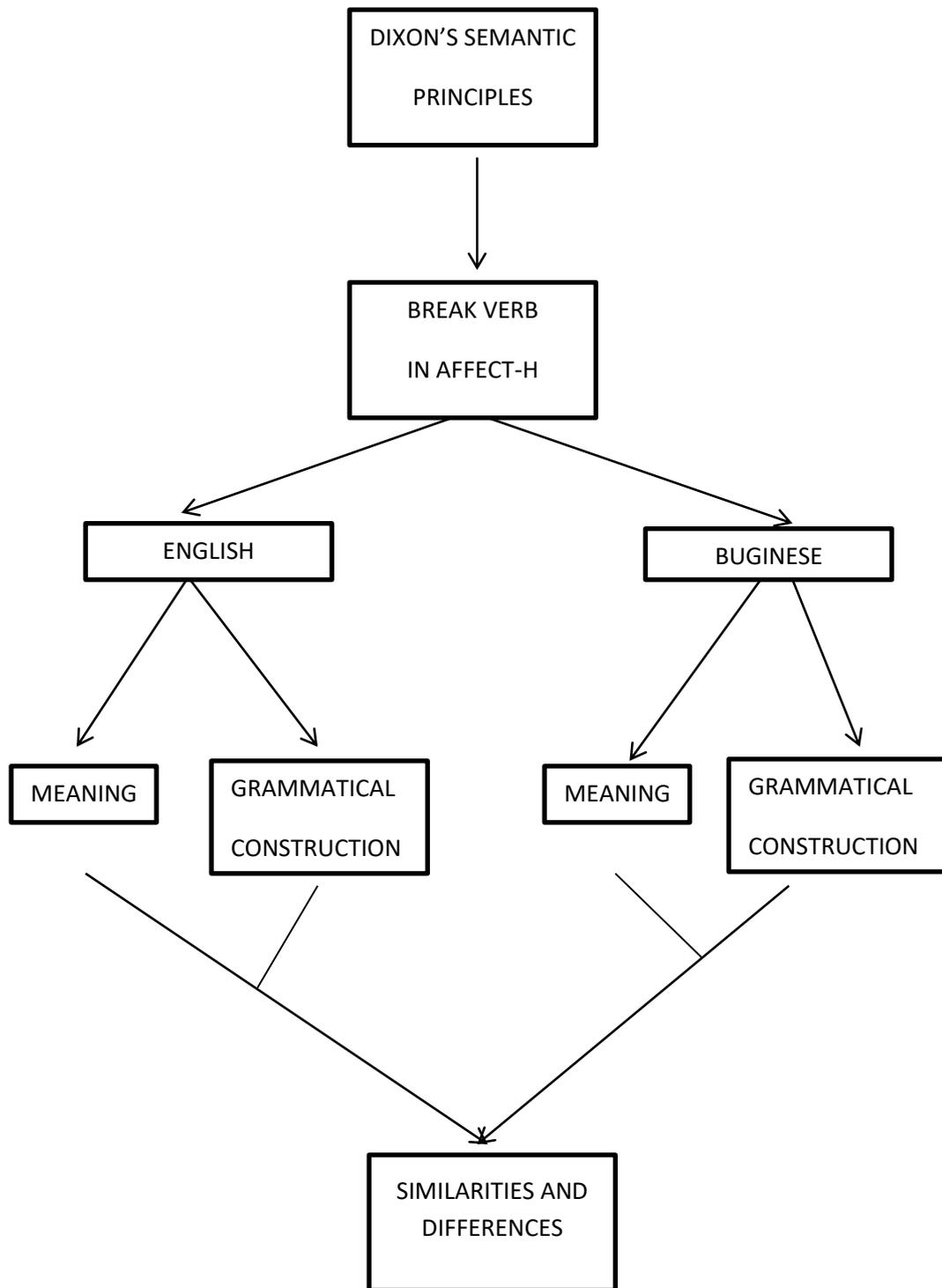
Buginese Language or *Basa Ugi* is a language that is spoken by about five million people mainly in southern part of Sulawesi. The native speakers of Buginese is 4 million (including 500.000 L2 speakers).

The word Buginese derives from the word *Bahasa Bugis* in Malay. In Buginese, it is called *Basa Ugi* while the Bugis people are called *To Ugi*. According to a Buginese myth in (Joeharnani, Ambo 2012) , the term Ugi is derived from the name to the first king of Cina, an ancient Bugis kingdom, *La Sattumpugi*. *To Ugi* basically means “the followers of *La Sattumpugi*”, the bugis makassarese: from agrarian farmers to adventurous seafarers.

Another written source of Buginese is Lontara, a term which refers to the traditional script and historical record as well. The earliest historical record of Lontara dates to around the 17th century. Lontara records have been described by historians of Indonesia as “sober” and “factual” when compared to the counterparts from other regions of Maritime Southeast Asia. These records are usually

written in a tone with very few mythical elements, and the writers would usually put disclaimers before stating something they cannot verify, stated by Abidin (1971:165-166)

C. CONCEPTUAL FRAMEWORK



The Description of Conceptual Framework:

Based on the conceptual framework above, this research will revisit Dixon's theoretical framework. Dixon has classified some words included verbs. The class of word that will be analyzed in this research is the "Break" verb in affect-h. In this conceptual framework, the "Break" verb in affect-h will be provided in two languages, English and Buginese. In English Language we will analyze if Dixon's theory of the "Break" verb in affect-h is still applied, while in Buginese we will analyze if Dixon's theory of the "Break" verb can also be applied in other language, especially Buginese. At last the similarity and the differences of the application of Dixon's theory of "Break" verb in affect-h will come to the conclusion.